**K-5 ELA Lesson Plan**

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| **Teacher: Stewart** | | **Grade: 4** | | | **Date(s)**: 8 |
| **Unit Title:** Establishing a Community of Good Readers and Writers (Unit 1) | | | **Corresponding Unit Task:** Character Word Clouds | | |
| * **Essential Question(s):** How does literature help readers make sense of their own lives? Why do authors use descriptive language to develop a character? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Chart paper**  **Markers**  **T-Chart graphic organizer for students**  **Sentence/Fragment Practice Activity**  **Blank BINGO Cards for students** | | | | **Character traits -** various aspects of the character such as physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters  **Coherent writing –** “coherence" refers to the logical flow of ideas in a paragraph. Writing is coherent when each sentence leads smoothly into the next one.  **Text evidence** - Facts, figures, details, quotations, or other sources of data and information that provide support of literature  **Task –** culminating project with scoring guides that provide evidence that the standards have been met  **Print & digital sources -** electronic as well as traditional texts | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  **I Can Statement(s):** I can find 10 descriptive adjectives to describe a character in a story. I can cite evidence in the story to support my descriptive words.  **Instructional Plan:**  Modeled (I Work, You Watch)   * The teacher will introduce and model the choosing of a character that is very much like him/her. Create a T-chart (*character traits “on one side and “evidence of the traits” on the other side*) and model how to list character traits and the evidence of that trait.   Shared (We Work Together)   * Students will create a T-chart listing “character traits” on one side and “evidence of the traits” on the other side. Students will select a character that is most like him/her and list at least seven words with evidence cited.   Guided Practice (You Do, I Help)   * Students will use the habits of a good speaker and listener and pair with at least 3 other students for additional brainstorming of words that describe the individuals. Students will take turns, each allowing the other to share. Students should add these new words to this list of character traits.   Independent Practice (You Do)   * Students will use a thesaurus to find synonyms for at least three of the words on their list. They will add these synonyms (*one for each word*) to their list of character traits. * Students will then circle their five favorite traits. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.4.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. **W.4.9a** - Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].” **L. 4.2** – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **I Can Statement(s):** I can compose a complete sentence with a subject, predicate, and correct punctuation.  **Instructional Plan:**  Shared (We Work Together)   * Students will work with the teacher to complete a practice activity identifying and correcting sentence fragments.   Guided Practice (You Do, I Help)   * Students will edit and correct a paragraph with sentence fragments. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L.4.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  **I Can Statement(s):** I can recall the meanings of our unit vocabulary words.  **Instructional Plan:**  Guided Practice (You Do, I Help)   * Students will practice unit vocabulary by playing a BINGO Game with unit terms. Teacher will give clues or word meanings while students find the corresponding literary term. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.4.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s): I can demonstrate the characteristics of a good listener and communicator.**  **Instructional Plan:**  Guided Practice (You Do, I Help)   * Work with various partners one-on-one and ask them to think of words that describe their character. Add their words to your character traits list. One student will speak at a time, while the other student demonstrates the attributes of a good listener (*nodding head, using eye contact, waiting for the speaker to finish speaking before he/she begins*.) | | | | |
| **Closing/Summarizing Strategy** | Students will turn to their shoulder partner and share their top 5 character traits. Students will visit the computer lab the following day to create their word clouds. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Create the longest sentence by selecting 10 words from the list that was used to develop the character map. Using all of the 10 words students will construct the longest sentence that best describes a character or themselves. | | Limit the number of synonyms the students must add to their t-chart. Instead of finding 10 character words, only list 5 words to include in the character word cloud. | | | Allow students to use character traits word lists, anchor charts, and character trait cards used for Task 1 as a support for selecting character traits. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Teacher will assess student character t-charts, group work, and classroom discussions to determine if students are ready to visit the computer lab and build their word cloud. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*